

TargetStrategies™
Aligned Reading Strategies
Priority Academic Student Skills
6th Grade

PASS Objective: OKR061501c
Research and information: Conduct research and organize information: Accessing information: Select the best source for a given purpose: Use organizational strategies as an aid to comprehend increasingly difficult content material (STANDARD 5.1c)

Focus Objective: The student will use an author's organizational strategies to create organizers in order to comprehend a passage.

Genre: Nonfiction

Reading Integration: Language Arts

Level: Synthesis

Prerequisite Skills:

- determine a passage's main (or major) ideas and how those ideas are supported by details (R6.9)
- organize information from a nonfictional passage in outline form (R6.17)
- paraphrase and summarize a passage to recall, inform, and organize ideas (R6.18)
- recognize that authors organize information and present ideas in different ways (e.g., cause and effect, compare and contrast, or chronologically) (R6.19)
- use text organizers to locate and organize information (e.g., headings, graphics, table of contents) (R6.20)

(Coding refers to an applicable TargetFundamentals™ lesson.)

Related Objectives:

- | | |
|------------|--|
| OKR061301b | Comprehension/critical literacy: Interact with the words and concepts in the text to construct an appropriate meaning: Literal understanding: Read and comprehend both fiction and nonfiction that is appropriately designed for sixth grade (STANDARD 3.1b) |
| OKR061301d | Comprehension/critical literacy: Interact with the words and concepts in the text to construct an appropriate meaning: Literal understanding: Use the text's structure or progression of ideas, such as cause and effect or chronology to locate or recall information (STANDARD 3.1d) |
| OKR061303d | Comprehension/critical literacy: Interact with the words and concepts in the text to construct an appropriate meaning: Summary and |

	generalization: Clarify understanding of text information in different ways (e.g., timelines, outlines, graphic organizer) to support and explain ideas (STANDARD 3.3d)
OKR061401a	Literature: Read, construct meaning, and respond to a wide variety of literary forms: Literary genres: Demonstrate a knowledge of and an appreciation for various forms of literature: Analyze the characteristics of genres, including short story, novel, drama, poetry, and nonfiction (STANDARD 4.1a)
OKR061402c	Literature: Read, construct meaning, and respond to a wide variety of literary forms: Literary elements: Demonstrate knowledge of literary elements and techniques and how they affect the development of a literary work: Determine the author's purpose (persuade, inform, entertain) and point of view, whether explicitly or implicitly stated and how it affects the text (STANDARD 4.2c)
OKR061501e	Research and information: Conduct research and organize information: Accessing information: Select the best source for a given purpose: Use reference features of printed text, such as citations, endnotes, and bibliographies, to locate relevant information about a topic (STANDARD 5.1e)
OKR061502a	Research and information: Conduct research and organize information: Interpreting information: Analyze and evaluate information from a variety of sources: Record, organize, and display relevant information from multiple sources in systemic ways (e.g., outlines, graphic organizers, or note cards) (STANDARD 5.2a)

INSTRUCTIONAL PREPARATION

Materials:

- butcher paper (one three-foot sheet per four-person group, use for Practice)
- markers (one set per four-person group, use for Practice)

Choose or prepare the following:

- an unfamiliar nonfictional passage in which the author uses the organizational techniques identified in the Instruction component of the lesson (use for Assessment)

Duplicate the following (one per student unless otherwise noted):

- “Forever Flowing” passage (use for Instruction)
- *Organization* reference sheet (use for Instruction)
- *Outline It!* handout (use for Instruction)
- *Web It!* handout (use for Instruction)
- “Surrounding the Anvil” passage (use for Practice)
- the chosen or prepared nonfictional passage (use for Assessment)

Prepare a transparency of the following:

- *Organization* reference sheet (use for Instruction)
- *Outline It!* handout (use for Instruction)
- *Web It!* handout (use for Instruction)

Display the Focus Question:

- How can a reader comprehend a passage by using an author’s organizational strategies to create organizers?

INSTRUCTION

1. To begin instruction, ask the following questions:

- ✓ What kinds of organizational strategies does an author use when writing a passage?
- ✓ How can you organize important details from a passage?

Responses will vary; accept all reasonable responses. Write appropriate responses on the classroom board. Facilitate a discussion about the two questions by helping the students understand that authors use a variety of organizational strategies when writing a passage. Continue the discussion by explaining that organizers are an effective way of organizing information from a passage. Go on to tell the students that using the author’s organizational strategies to create an organizer is an effective way to help comprehend a reading passage. Tell the students that they will practice comprehending a passage first by determining the organizational strategies an author uses, and second by using those organizational strategies to create an organizer.

2. Display the *Organization* transparency so that only the “Organizational Techniques Authors Use” section is visible. Read the items in this section. Tell the students that these are only some of the organizational techniques that authors utilize when they write.
3. Distribute copies of the “Forever Flowing” passage. Read the passage aloud while the students read it silently. Then ask the following questions:
 - ✓ What is this passage about? (*La Coca Falls*)
 - ✓ What organizational strategies does the author use in this passage? (*Appropriate responses are as follows: subheadings; footnotes; parentheses; italics; bold type.*)
 - ✓ How does the author use subheadings? (*An appropriate response is as follows: to separate sections of the passage.*)
 - ✓ How does the author use footnotes? (*Appropriate responses are as follows: to tell the location of a place; to give a definition of a word.*)
 - ✓ How does the author use parentheses? (*An appropriate response is as follows: to give additional information.*)
 - ✓ How does the author use italics? (*An appropriate response is as follows: to set off the names of potentially unfamiliar places.*)
 - ✓ How does the author use bold type? (*An appropriate response is as follows: to set off the subheadings.*)

Explain that these organizational strategies are important not only for understanding the passage but also when creating an organizer of a passage to show comprehension of the information.

4. Distribute copies of the *Organization* reference sheet and display the “How to Organize Information” section. Read the information about outlines and webs. Tell the students that these are only two types of organizers that can be used. Explain that there are many different ways to organize information in order to better understand a passage.
5. Display the *Outline It!* transparency so that only the title information is visible. Tell the students that when making an outline of a passage, it is a good idea to use the paragraphs as a guide to organizing the outline. Therefore, the outline of “Forever Flowing” will be organized in four sections. Ask the following questions:
 - ✓ What is the first paragraph of the passage about? (*La Coca Falls in the El Yunque Rain Forest*)
 - ✓ How do you know this? (*Appropriate responses are as follows: “El Yunque Rain Forest” and “La Coca Falls” are in italics, and all the information in the paragraph explains more about El Yunque Rain Forest and La Coca Falls.*)

Reveal the first line of the outline. Tell the students that outlines usually use Roman numerals for the main sections. Since the topic of the first paragraph is information about El Yunque Rain Forest, the reader can write “El Yunque Rain Forest” next to the Roman numeral I. Explain that the author used italics to set off “El Yunque Rain Forest,” which

helped us determine that this was an important part of the first paragraph. Ask the following questions:

- ✓ What does the first paragraph tell us about El Yunque Rain Forest? (*An appropriate response is as follows: it is located in Puerto Rico.*)
- ✓ How do you know this? (*An appropriate response is as follows: “El Yunque Rain Forest” has a footnote, which explains that it is located in Puerto Rico.*)

Reveal line A of the outline. Then ask the following questions:

- ✓ What else does the first paragraph tell us about El Yunque Rain Forest? (*An appropriate response is as follows: it is home to La Coca Falls.*)
- ✓ How do you know this? (*An appropriate response is as follows: “La Coca Falls” is italicized, which sets it off as an important place.*)

Reveal line B of the outline. Then ask the following questions:

- ✓ What else does the first paragraph tell us about El Yunque Rain Forest? (*An appropriate response is as follows: the passage does not say anything else about the forest, but it does give more information about La Coca Falls, located in the forest.*)
- ✓ What does the first paragraph tell us about La Coca Falls? (*Appropriate responses are as follows: it is a waterfall; it tumbles over 85 feet.*)

Reveal lines one and two of the outline. Explain that more often than not the information in a section of a passage is not organized exactly the way it will appear in an outline. Tell the students that the reader needs to use the author’s organizational tools to help him or her decide on the topic of the passage and the details the author provides in each paragraph. Further explain that it is up to the reader to use the author’s organizational tools to help him or her determine how the information should be organized in the outline. Repeat a similar question sequence with the second section of the passage. Be sure to point out the bold type used in the subheading and the parentheses used in the text itself.

6. Ask the focus question. Give the students time to think about. Facilitate a discussion that leads the students to the understanding that a reader can comprehend a passage by using an author’s organizational strategies to create organizers by determining the following:
 - ✓ the topic of the passage
 - ✓ the organizational strategies the author uses in the passage
 - ✓ how the author uses the organizational strategies
 - ✓ the topic of each section or paragraph of the passage
 - ✓ the important details in each section of the passage
7. Have the students get into pairs. Distribute copies of the *Outline It!* handout. Tell the pairs to complete the handout by filling in the remaining information. Remind the students that they may work together but each is responsible for completing his or her own handout.

8. Ask several volunteers to share their responses. Discuss the responses for accuracy. Write appropriate responses on the displayed transparency.
9. Explain to the students that outlining a passage is only one way to show understanding. Tell them that some people like to use a more graphic way of showing understanding. Display the *Web It!* transparency so that only the top, completed portion is visible. Explain that the web shows the same information that the outline does, but in a different format. Go through each completed portion of the web so that the students have a complete understanding of how a web is constructed.
10. Distribute copies of the *Web It!* handout. Tell the pairs to complete the web by using the information in the outline.
11. Ask several volunteers to write portions of the web on the transparency. Discuss the responses to be sure the information has been correctly transferred from the outline.
12. To conclude instruction, ask the students to think about the following questions:
 - ✓ How does an author organize information?
 - ✓ How can a reader use an author's organizational strategies to help him or her understand the information and then organize it?
 - ✓ How can information in a passage be organized?

Ask several volunteers to share their responses. Use the responses as a means to review the different ways in which authors organize information, what kind of information the organizational strategies provide for the reader, and how information can be organized to show understanding of a passage.

PRACTICE

1. Distribute copies of the "Surrounding the Anvil" passage. Read the passage aloud while the students read along silently.
2. Have the students get into groups of four. Have the groups discuss the topic of the passage and the different organizational strategies the author uses in the passage.
3. Distribute the butcher paper and markers. Tell the groups to create and complete an outline or a web on their butcher paper to show their understanding of the passage.
4. Have the groups display their organizer on a classroom wall. Then have each group share its outline or web. Discuss the groups' outlines and webs for accuracy. Facilitate a brief discussion about how an author's organizational strategies can be useful to a reader when creating an outline or web of the information in a passage.

ASSESSMENT

- Have the students read the chosen nonfictional passage. Prepare several questions in the following manner:
 - ✓ If you were to outline this passage, which of the following would be a good subtopic?
 - ✓ If you were to create a web for this passage, which would be a subtopic to place in one of the first extensions from the topic “(topic)”?
 - ✓ How does the author help the reader with unknown words in paragraph (#)?
 - ✓ In paragraph (#), why did the author use (organizational strategy)?

Alternative Instruction:

- Choose an unfamiliar grade-level-appropriate autobiography. Discuss different organizational strategies an author might use when writing. Write appropriate strategies on the classroom board for the students to reference throughout the lesson. Then discuss the importance of organizing information through the use of timelines to better understand and comprehend the information. Tell the students to come up with the advantages of using timelines. Write these advantages on the classroom board as well. Explain how timelines are arranged and model the format of a timeline on the classroom board using events from your life as an example. Distribute copies of the chosen autobiography. Read it aloud while the students read it silently. With the students’ assistance, create and complete a timeline of the autobiography on a sheet of chart paper. As the timeline is being created, be sure to identify the author’s organizational techniques that are useful. Then briefly review important organizational strategies that authors use and the usefulness of timelines in understanding an autobiographical passage.

Alternative Practice:

- Have each student write a brief autobiography of his or her life on a sheet of notebook paper. Tell the students that when writing their autobiography they need to use at least three of the organizational strategies discussed in the Alternative Instruction component. Then have the students get into pairs. Tell the pairs to exchange papers. After the students have read the autobiography, tell each student to create a timeline of his or her partner’s life on a sheet of notebook paper. Then ask several volunteers to share their timelines. Have each volunteer also explain the organizational strategies in the autobiography that were used to help create the timeline. After several timelines have been shared, discuss the usefulness of an author’s organizational strategies when creating a timeline based on an autobiographical passage.

Alternative Assessment:

- Have the students read an unfamiliar grade-level-appropriate autobiography. Prepare several questions in the following manner:
 - ✓ (Timeline of the subject's life with missing information)
Which of the following would complete the timeline?
 - ✓ Why did the author use (organizational strategy) in paragraph (#)?

Organization

Organizational Techniques Authors Use

Subheadings

- to separate sections of a passage
- to introduce the topic of a paragraph or section

Footnotes

- to give credit to sources
- to provide additional material that might interrupt the flow of the paper yet is important enough to include

Parentheses

- to enclose supplemental material, minor disagreements, and afterthoughts
- to enclose letters or numbers labeling items in a series

Italics/Bold Type

- to set off foreign words or phrases
- to emphasize, stress, or clarify

How to Organize Information

Outlines

- present material in a logical form
- construct an ordered overview of a passage

Webs

- organize information from a passage in a graphic way

Forever Flowing

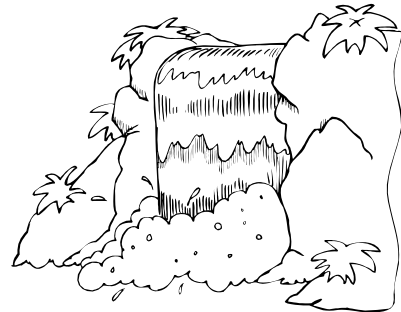
There are many surprises to be found when exploring *El Yunque Rain Forest*¹. One of these is a waterfall. It tumbles over 85 feet onto a great expanse of rocks at its base. This waterfall, *La Coca Falls*, is among the great wonders that can be found in Puerto Rico's rain forest.

Discovery

While traveling around El Yunque, the first aspect of wonderment you may come across is La Coca Falls. It is located over 1,400 feet above sea level. Its name comes from the original owner of the land on which it sits—Juan Diego de la Coca (a Spanish settler who owned this land in the fourteenth century). It is very common in Puerto Rican history for places to be named after their initial owners. But, over time, the names have been shortened. In this case, the name of this waterfall has been shortened from Juan Diego de la Coca Falls to La Coca Falls.

Be Careful

La Coca Falls flows over moss-covered rocks. Then it descends onto a huge rock base. The moss makes the rocks slippery to those who visit the falls. Visitors must be cautious not to slip. Still, some people ignore the danger that exists. They climb the slick rocks to the pinnacle² of the waterfall.



Never Stops

Even though El Yunque has had dry seasons in the past, La Coca has never ceased to flow. This is odd because waterfalls have a tendency to stop running during dry seasons. La Coca Falls continues to flow freely. It is a wondrous sight for those who visit it each day.

¹ located in Puerto Rico

² the highest point

Name _____

Outline It!

Title: Forever Flowing

I. El Yunque Rain Forest

- A. located in Puerto Rico
- B. home to La Coca Falls
 - 1. waterfall
 - 2. tumbles over 85 feet

II. Discovery of La Coca Falls

- A. located in El Yunque Rain Forest
- B. 1,400 feet above sea level
- C. name comes from Juan Diego de la Coca
 - 1. Spanish settler who owned the land in the 14th century

III. _____

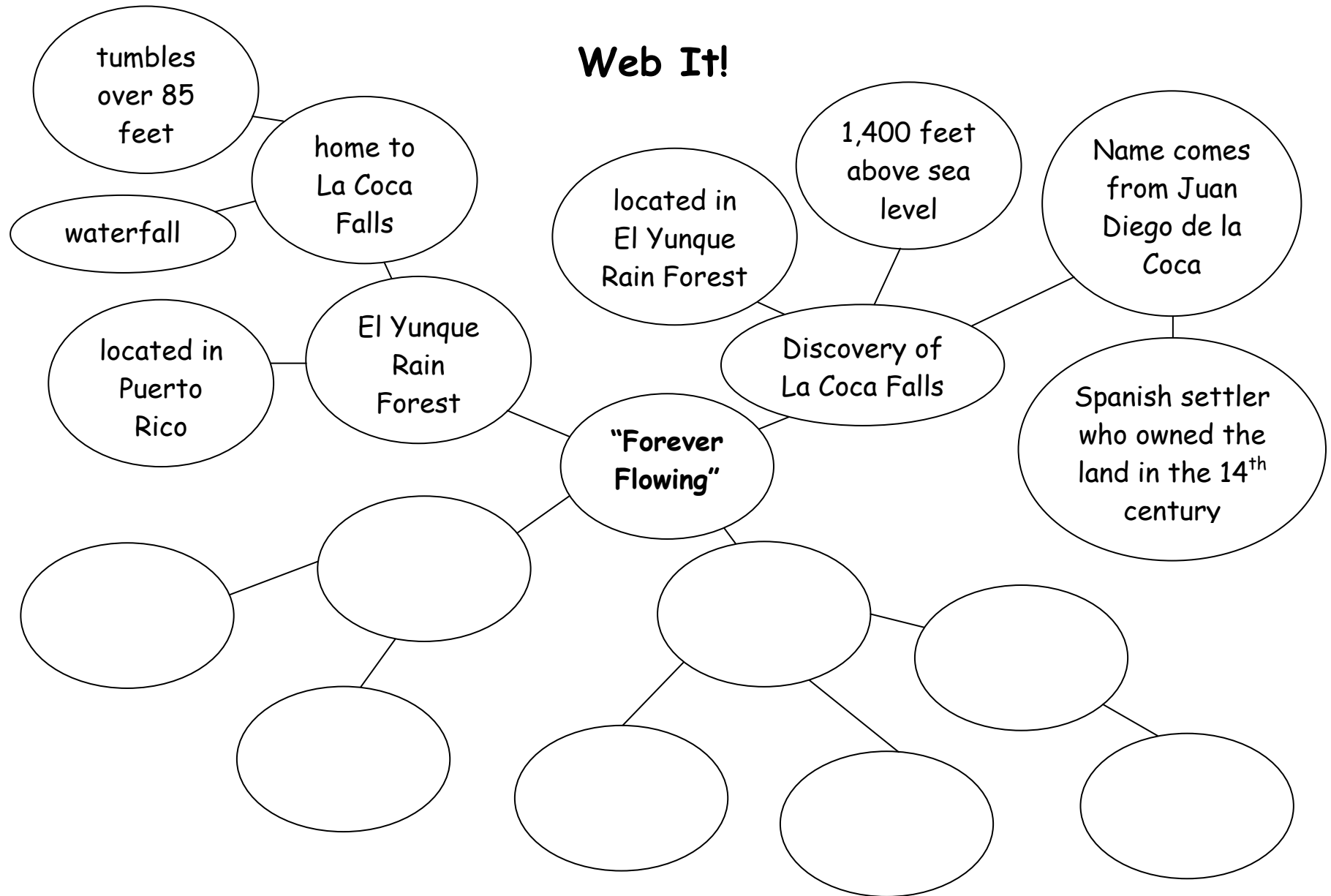
- A. _____
 - 1. _____
- B. _____
- C. _____

IV. _____

- A. _____
- B. _____

Name _____

Web It!



Surrounding the Anvil

There are different ecosystems that make up the island country of Puerto Rico. These environments vary from the wet rain forest to the arid¹ forest. These areas are even more interesting considering Puerto Rico's limited area of land.

Rain Forest

Residing on the slopes of the *Sierra de Luquillo* is the *Caribbean National Forest*. To most it is known as *El Yunque*, which means “the anvil” because of the shape of its peak. This rain forest is the only tropical forest in the United States National Forest System.

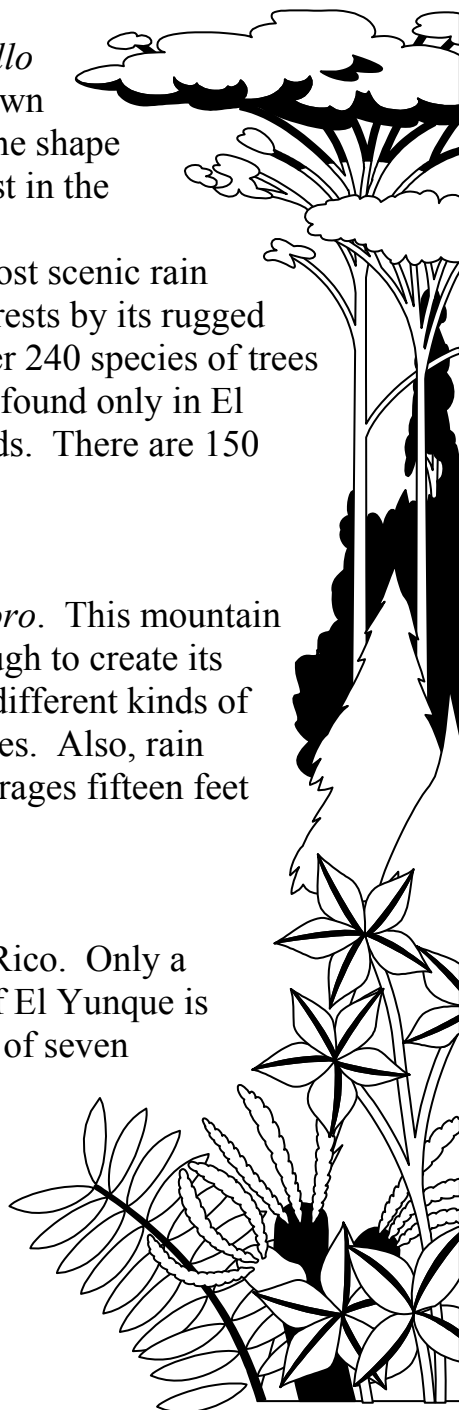
El Yunque is 28,000 acres in size. It is the most scenic rain forest in the world. It is set apart from other rain forests by its rugged landscape and diverse plant life. This forest has over 240 species of trees that are native to the region (25 of those species are found only in El Yunque). There are also 50 different types of orchids. There are 150 different kinds of ferns.

High Point

The highest point in El Yunque is *Pico del Toro*. This mountain rises over 3,500 feet above sea level. It is high enough to create its own weather. When climbing the mountain, many different kinds of flora and fauna² can be seen as the elevation increases. Also, rain should be expected on a daily basis. El Yunque averages fifteen feet of rain each year.

Different Environments

The rain forest is only a small part of Puerto Rico. Only a small area on the windward side of the mountains of El Yunque is considered a true rain forest. The island is made up of seven different environments: (1) rain forest, (2) dwarf forest, (3) wet forest, (4) moist forest, (5) dry forest, (6) karst, and (7) mangrove forest.



¹ extremely dry

² flora and fauna: plant and animal life

Surrounding the Anvil

(continued)

Dwarf Forest

The dwarf forest is found above the rain forest. There are many more palms, ferns, and epiphytes³ than in the rain forest. And, of course, there is much more rain. Many of the plants look windswept from their exposure to the strong winds.

Wet and Moist Forests

Just below the rain forest is the wet forest. Below that is the moist forest. The moist forest makes up most of the land in Puerto Rico.

Dry Forest

The next climate, the dry forest, is found along the southern coast and the easternmost tip of the island. The tree leaves are thicker and stronger in these areas. The tops of the forests are lower. The trees and foliage⁴ grow close together. This thick growth makes it difficult to pass through the area. Half of the species of birds in Puerto Rico live in the dry forest.

Karst

The karst is made up mostly of mogotes, or limestone hills. These hills are remnants of thousands of years of erosion. There are many limestone caves here. The world's third largest underground river is found here.

Mangrove Forests

The final area is made up of mangrove forests. These forests are found along the calm waters near the edges of the land. These areas have abundant supplies of salt water. Mangrove forests protect the coast of Puerto Rico. They are responsible for forming the terrain of the land.

Knowing some of the traits of these environments will make your exploration of Puerto Rico interesting and educational.

³ plants that grow above ground and are held up by another plant or object; also called "air plants"

⁴ plant life; the leaves of a plant